

Grade 4 ELA Promise Standards and Essential Learning Targets

Domain	Promise Standard	Essential Learning Targets
Language	<p>L.4.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.</p> <p>a. Use context as a clue to the meaning of a word or phrase. b. Consult print and digital reference materials for meaning and pronunciation.</p>	<ul style="list-style-type: none"> ➤ I can use context clues to determine the meaning of unknown words or phrases. ➤ I can use reference materials to determine the meaning and pronunciation of unknown words or phrases. ➤ The rest are covered in Reading standard RF4.3
Language	<p>L.4.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Determine the meaning of words and phrases as they are used in a text, including figurative language such as similes and metaphors. b. Explain common idioms and proverbs. c. Understand words by relating them to synonyms and antonyms. d. Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).</p>	<ul style="list-style-type: none"> ➤ I can determine the meaning of figurative language such as similes and metaphors. ➤ I can explain common idioms and proverbs. ➤ I can understand words by relating them to synonyms and antonyms. ➤ I can make connections between words and how they are used in real life.
Language	<p>L.4.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</p> <p>a. Relative pronouns and adverbs. b. Prepositional phrases. c. Order of adjectives. d. Adjectives, adverbs, conjunctions. e. Compound and complex sentences. f. Easily confused words (e.g., to, too, two).</p>	<ul style="list-style-type: none"> ➤ I can use relative pronouns appropriately when writing or speaking. ➤ I can use adverbs appropriately when writing or speaking. ➤ I can use prepositional phrases appropriately when writing or speaking. ➤ I can order adjectives appropriately when writing or speaking. ➤ I can use adjectives appropriately when writing or speaking. ➤ I can use conjunctions appropriately when writing or speaking. ➤ I can use compound and complex sentences when writing or speaking. ➤ I can use easily confused words appropriately when writing or speaking. (ex: to, too, two)
Language	<p>L.4.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <p>a. Capitalization. b. Commas and quotation marks for quotations. c. Commas in compound sentences. d. Spell grade-level words correctly using reference materials to solve words as needed.</p>	<ul style="list-style-type: none"> ➤ I can use correct capitalization. ➤ I can use commas and quotation marks for quotations. ➤ I can use commas correctly in a compound sentence. ➤ I can spell grade level words correctly. ➤ I can use reference materials to correctly spell unknown words.

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Reading	<p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<ul style="list-style-type: none"> ➤ I can use prefixes, suffixes, and root words to read and understand multisyllabic words. ➤ I can apply knowledge of all letter-sound combinations to read multisyllabic words. ➤ I can use my understanding of syllable patterns to read multisyllabic words. L.4.2
Reading	<p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> ➤ I can read and understand grade level text. ➤ I can read grade level text for different purposes. ➤ I can read aloud at an appropriate rate. ➤ I can read aloud with expression. ➤ I can use multiple strategies to accurately read aloud.
Reading	<p>R.4.1 Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)</p>	<ul style="list-style-type: none"> ➤ I can use details and examples to explain the text says explicitly. ➤ I can use details and examples to draw inferences from the text.
Reading	<p>R.4.2 Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL)</p>	<ul style="list-style-type: none"> ➤ I can summarize portions of the text. ➤ I can determine the theme of a fictional text. ➤ I can explain how the theme is supported by key details. ➤ I can determine the central idea of an informational text. ➤ I can explain how the central idea is supported by key details.
Reading	<p>R.4.3 Describe a character (traits, motivations, and/or feelings), setting, or event, drawing on specific details in the text. (RL)</p> <p>Explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)</p>	<ul style="list-style-type: none"> ➤ I can describe a character's traits. ➤ I can describe what causes a character to take certain actions. ➤ I can identify the feelings of a character. ➤ I can describe a setting using specific details from a text. ➤ I can explain events in a text and why they happened.
Reading	<p>R.4.5 Identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL)</p> <p>Identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)</p>	<ul style="list-style-type: none"> ➤ I can identify and analyze structural elements of a fictional text. ➤ I can identify the text structure as sequencing. ➤ I can identify the structure as comparison. ➤ I can identify the structure as cause/effect. ➤ I can identify the structure as problem solution.
Reading	<p>R.4.6 In literary text, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL)</p> <p>In informational text, compare and contrast a primary and secondary source on the same event or topic. (RI)</p>	<ul style="list-style-type: none"> ➤ I can identify the point of view from which a story is being told (first and third person). ➤ I can compare and contrast the point of view from which different stories are narrated. ➤ I can compare and contrast a primary and secondary source on the same event or topic.
Reading	<p>R.4.7 Explain how text features (e.g., charts, graphs, diagrams, time lines, animations, illustrations) contribute to an understanding of the text. (RI&RL)</p>	<ul style="list-style-type: none"> ➤ I can explain how text features (e.g., charts, graphs, diagrams, time lines, animations, illustrations) help me understand the text.

Domain	Promise Standard	➤ Essential Learning Targets
Speaking and Listening	<p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.</p> <p>a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion.</p> <p>b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<ul style="list-style-type: none"> ➤ I can come to discussions prepared. ➤ I can follow agreed upon rules for discussions. ➤ I can contribute to the discussion by asking and answering specific questions to clarify, follow-up on information and make comments. ➤ I can review key ideas in the discussion.
Speaking and Listening	<p>SL.4.4 Report on a topic or text, tell a story, read a poem, or recount an experience in an organized manner, using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation.</p>	<ul style="list-style-type: none"> ➤ I can report on a topic or text in an organized manner using facts and details. ➤ I can tell a story in an organized manner using facts and details. ➤ I can recount an experience in an organized manner using facts and details. ➤ I can speak clearly at an understandable pace.
Writing	<p>W.4.2 Write text in a variety of modes:</p> <p>a. Opinion pieces in which the student introduces the topic or text they are writing about, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose. List reasons that support the opinion.</p>	<ul style="list-style-type: none"> ➤ I can write an opinion piece in which: ➤ a. I introduce the topic clearly. ➤ b. I state an opinion. ➤ c. I group related ideas to support my writing purpose. ➤ d. I list reasons that support the opinion. ➤ e. I can use transitional words and phrases. ➤ d. I provide a concluding statement related to the opinion.
Writing	<p>W.4.2 Write text in a variety of modes:</p> <p>b. Informative texts in which they clearly introduce a topic, group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension. Use facts, definitions and details to develop points.</p> <p>W.4.3 b. Transitions: use of phrases to signal event order and to link and build connections between ideas, text, and events.</p> <p>c. Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas.</p>	<ul style="list-style-type: none"> ➤ I can write an informative text in which: ➤ a. I can introduce the topic clearly. ➤ b. I can group related ideas in paragraphs and sections, ➤ c. I can use headings to format my writing. ➤ d. I use illustrations and multimedia to help with comprehension. ➤ e. I use facts, definitions, and details to develop points. ➤ f. I can use transitional words and phrases. ➤ g. I provide a concluding statement.
Writing	<p>W.4.2 Write text in a variety of modes:</p> <p>c. Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p>	<ul style="list-style-type: none"> ➤ I can write a narrative or short story in which: ➤ a. I write about real or imagined events. ➤ b. I introduce a narrator and characters. ➤ c. I organize a sequence of events that happen naturally. ➤ d. I can develop experiences and events using descriptive language. ➤ e. I can use dialogue. ➤ f. I can use transitional words and phrases.

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Writing	W.4.5 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.	<ul style="list-style-type: none"> ➤ I can develop and strengthen my writing by planning. ➤ I can develop and strengthen my writing by revising. ➤ I can develop and strengthen my writing by editing.
Writing	W.4.7 Conduct short inquiry projects that build knowledge through investigation of different aspects of a topic.	<ul style="list-style-type: none"> ➤ I can conduct short research projects through investigation of different aspects of a topic.
Writing	W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.	<ul style="list-style-type: none"> ➤ I can recall relevant information from a variety of sources. ➤ I can take notes and categorize information. ➤ I can provide a list of sources.